

**Workforce Innovation & Opportunity Act – WIOA
Adult Education and Family Literacy Act – AEFLA
Bidder's Conference
January 13, 2022**

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& Related Programs

Welcome

- Introductions
- Bidder's Conference
 - Please silence your phones
 - Presentation is being recorded (Available 1/18/22)
- Grant information is located on website at:

<https://cte.idaho.gov/programs-2/postsecondary-and-adult-education/wioa-title-ii-grant/>

Grant Overview

- Authority – WIOA 2014
- State Agency – Division of Career Technical Education
- Purpose – Adult Education Programs
- Application Due – March 31, 2023
- Funding Period – July 1, 2022 to June 30, 2027 (Renewable)

Introduction of Request for Proposals

Idaho Career & Technical Education, as required by the Workforce Innovation and Opportunity Act (WIOA) is conducting a competitive Request for Proposals (RFP) to award multi-year renewable grants to eligible agencies for the provision of WIOA Title II Adult Education and Family Literacy Act (AEFLA) services. These adult education and literacy programs, activities, and services are defined in this RFP document.

Purpose and Goals

The purpose of the Adult Education and Family Literacy Act (AEFLA) is to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to—

Purpose and Goals

- (a) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (b) Assist adults who are parents or family members to obtain the education and skills that—
 - (1) Are necessary to becoming full partners in the educational development of their children; and
 - (2) Lead to sustainable improvements in the economic opportunities for their family;
- (c) Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and
- (d) Assist immigrants and other individuals who are English language learners in—
 - (1) Improving their—
 - (i) Reading, writing, speaking, and comprehension skills in English; and
 - (ii) Mathematics skills; and
 - (2) Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

Schedule of Events

SCHEDULE OF EVENTS

The following schedule of events is subject to change at the discretion of ICTE:

	Grant application materials are released. Announcement of funding opportunity posted to the ICTE website. RFP mailed upon request.	December 20, 2021
	Bidder's conference (optional)	January 13, 2022
	Grant application materials due by 5:00pm MST.	March 31, 2022
	Determination of demonstrated effectiveness	April 5, 2022
	Send to review panels for: a. Send application to Workforce Board for review, not scoring. b. Committee review of compliance to federal and state requirements and to score submitted applications and risk review. (Both due back by May 5, 2022)	April 7, 2022
	Announce grant recipients	May 19, 2022
	Program budgets due for grant recipients	June 2, 2022

Direct & Equitable Access WIOA, Section 231 (C)

The competitive grant process ensures:

- All eligible providers will have direct and equitable access to apply and compete for grants;
- The same grant announcement and application processes are used for all eligible applicants in the State;
- All applicants must respond to the same thirteen (13) federal considerations.

Grant Funding Opportunities

- Adult Education & Family Literacy Act (AEFLA)
 - *WIOA, Section 231 Funds*
- Corrections Education & Other Institutionalized Individuals
 - *WIOA, Section 225 Funds*
- Integrated English Literacy and Civics Education (IELCE)
 - *WIOA, Section 243 Funds*

Entities may include

- A local education agency
- A community-based organization or faith-based organization
- A volunteer literacy organization
- A volunteer literacy organization
- An institution of higher education
- A public or private nonprofit agency
- A library
- A public house authority
- A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to eligible individuals
- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of the entities listed above
- A partnership between an employer and an entity listed above

CONSORTIA APPLICATIONS

IDCTE requires that Applicants must identify one agency that will act as the lead agency for the consortium. The lead agency shall submit a single proposal on behalf of the consortium outlining a plan to provide adult education and literacy activities throughout the local workforce development area, explaining the roles and responsibilities of each member agency. The lead agency serves as the applicant agency of record, the legally recognized fiscal agent for the grant project, and the single point of contact. The lead agency is responsible for overseeing the implementation of all aspects of the grant, including project plan, grant project monitoring and data reporting, and fiscal management. All consortium members are subject to the terms and conditions of the grant award, federal requirements, and state policies.

Each member of a consortium must provide performance data to **demonstrate effectiveness** in:

- Academic level gains in the content areas of reading, writing, mathematics, and English Language Acquisition.
- Employment outcomes
- Attainment of Secondary School Diploma or its recognized equivalent.
- Transitions to Post-secondary Education/Training

Each consortia member must demonstrate its effectiveness in order to be an eligible provider and therefore part of an eligible consortium §463.24. A current and signed Memoranda of Understanding (MOU) needs to be in place between the members of the consortium.

AVAILABLE FUNDING (*State*)

Because of Idaho's large size, small population, and relatively low funding levels, the State provides grants for activities defined in Section 231 (Adult Education and Literacy, English Language Acquisition Activities, and Integrated Education and Training), on a regional basis, with one eligible provider per each of the State's six service regions. A single applicant may apply for grants in multiple regions, but must submit separate applications for each, and each regional application will be reviewed and considered separately. The amount of available funds for each region is determined in advance, and is based on census data regarding low-skilled populations in each region, historical service levels of each region, and historical funding levels for each region.

LOCAL ADMINISTRATIVE COST LIMITS

WIOA Section 233 states that at least ninety-five percent (95%) of an eligible recipient's federal grant award must be expended for adult education and literacy activities and the remaining amount, not to exceed 5%, shall be used for administrative costs. What activities are considered local administrative costs? 34 CFR§463.26

An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs:

- (a) Planning;
- (b) Administration, including carrying out performance accountability requirements;
- (c) Professional development;
- (d) Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate; and
- (e) Carrying out the one-stop partner responsibilities described in §678.420, including contributing to the infrastructure costs of the one-stop delivery system.

29 USC 3323 = WIOA Sec 233, 29 USC 3322 = WIOA Sec 232, and 29 USC 3151 = WIOA Sec 121

34 CFR. What are the requirements related to local administrative cost limits?

Not more than five percent of a local grant to an eligible provider can be expended to administer a grant or contract under Title II. In cases where five percent is too restrictive to allow for administrative activities, the eligible agency may increase the amount that can be spent on local administration. In such cases, the eligible provider must negotiate with the grantee to determine an adequate level of funds to be used for non-instructional purposes.

ICTE requires the applicant to submit a 'Waiver Request to Increase Administrative Costs'. The administrative costs include all costs not directly related to student services. ICTE will use this to initiate the negotiation of the new percentage. *(State)*

SUPPLEMENT, NOT SUPPLANT

In accordance with WIOA Title II (Sec. 241), funds made available for adult education and literacy activities under this RFP shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

GRANT DURATION

In accordance with WIOA Title II (Sec. 231), ICTE shall award multi-year renewable grants under this competition. First year funding awards to selected providers will cover the fiscal year period of July 1, 2022 to June 30, 2023. After the initial year of funding, grantees are required to reapply utilizing a continuing grant application which will be disseminated to existing providers in the spring of each year for five consecutive years ending June 30, 2027.

Therefore, performance level projections and budgets submitted in response to this RFP should cover the initial year from July 1, 2022 to June 30, 2023. Costs incurred prior to grant approval will not be funded through the award.

NOTE: *Continued funding is contingent on the availability of funds as well as performance. Selected providers will be continued for subsequent years if WIOA is continued by Congress, and are required to complete an annual non-competing continuation application.*

PROGRAM INCOME

Program income is defined as gross income received by the grantee or sub-grantee directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period. Funds so earned may be added to the grant and used for the purposes and under the conditions of the grant agreement, and must be reported as expenditures to ICTE. Local providers charging fees must use the program income generated by adult education funds for allowable costs to the adult education program, expanding available resources for adult education, workplace literacy, English language acquisition and adult secondary education. Fees must be necessary and reasonable and not impose a barrier to the participation of disadvantaged persons. Fees collected must be used by the AEFLA program during the year they are collected and may not be used as general funds of the applicant organization.

APPLICATION INSTRUCTIONS (State)
PREPARING & SUBMITTING THE APPLICATION

All applications must be received by 5 pm Mountain Standard Time, Thursday March 31, 2022.

The application packet is formatted as a Word document. Applicants should save the Word document locally on their computer or network, using the naming convention listed below. Responses to application questions should be typed directly into the Word document in the designated areas. Application documents should be named as follows:

File naming convention: FY23_WIOA Title II_Applicant Name

Pages for the narrative sections must be formatted to include:

Typed Calibri 10-point normal font

Normal Margins

Double Spaced

Answers must not be italicized or in bold

Do not change the order of the grant application

Handwritten applications will not be accepted

When applicable, use an “X” to mark your selection

Provide clear and concise responses

Do not insert photos, charts or graphs into the body of the application

Completed applications, with appropriate attachments, must be submitted by email to the contacts listed below. A reply email regarding receipt of your application will be sent by the next business day stating that your application was received.

Send to: Korey Mereness, State Coordinator for Adult Education
Korey.mereness@cte.idaho.gov

Copy: Rae Thomas, rae.thomas@cte.idaho.gov

Subject Line: FY22 WIOA Title II Grant Application [Applicant Name or Abbreviation],



Grant Award Period Fiscal Years 23-27

Period	Start Date	End Date
Initial Period of Performance	July 1, 2022	June 30, 2023
Renewal Period #1	July 1, 2023	June 30, 2024
Renewal Period #2	July 1, 2024	June 30, 2025
Renewal Period #3	July 1, 2025	June 30, 2026
Renewal Period #4	July 1, 2026	June 30, 2027

After the first year, renewals will be contingent on the grant recipient's ability to successfully implement the terms of the grant and demonstrated effectiveness as determined by outcomes.

Eligibility Criterion

- Any type of organization which has demonstrated its effectiveness in adult education is eligible to apply.

GRANT FUND USE & LIMITATIONS

FEDERAL FUNDS	
Grant Fund Name	Description of Activities
Corrections	Correctional programs may use funds to carry out activities as authorized under Section 225, including: 1. Adult Education and Literacy (as defined in part (b) above) 2. Special education, as determined by the eligible state agency administering the grant 3. Secondary school credit 4. Integrated education and training 5. Career pathways 6. Concurrent enrollment 7. Peer tutoring and 8. Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

Integrated English Literacy/Civics Education	A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. In order for a program receiving funds under Title II to offer such activities, they must allow students to access all three components concurrently. Title II funds cannot be used to provide workforce training in the absence of adult education and literacy activities.
STATE & FEDERAL FUNDS	
Grant Fund Name	Services/Activities
Adult Education	<ul style="list-style-type: none"> • <i>Adult education;</i> • <i>Literacy;</i> • <i>Workplace adult education and literacy activities;</i> • <i>Family literacy activities;</i> • <i>English language acquisition activities;</i> • <i>Integrated English literacy and civics education;</i> • <i>Workforce preparation activities; or</i> • <i>Integrated education and training</i> <p>See WIOA 203(2).</p>

**No more than twenty percent (20%) of federal funds may be used in correctional settings. The State is not required to spend the full 20% on corrections education.*



DISPOSITION OF APPLICATIONS

Applicants will be notified of the acceptance or rejection of their proposals within approximately eight weeks of the submission deadline date. If a proposal is selected for funding, a grant will be initiated by ICTE. Notification of the grant award will be issued by ICTE. The level of funding and effective dates of the project will be set forth in the notification of the grant award. Ineligible applicants will be notified within two weeks of submission by letter.

GRANT AWARDS

ICTE must make grant awards under this appropriation without discussion with the applicants. Therefore, proposals should represent the applicant's best effort from both a technical and cost standpoint.

Non-Appropriation of Funds

All awards are subject to the availability of Federal and State funds. Grants are not final until the award letter is executed.

Obligations of ICTE shall cease immediately if the Idaho State Legislature or the Governor fails to appropriate, or otherwise make available funds for the contract. ICTE will use its best efforts to secure sufficient funding to cover the proposed grant, and notify the provider immediately of any funding insufficiency.

Important Information

- Applicants need to be familiar with the:
 - Workforce Innovation & Opportunity Act
 - Title II, Adult Education & Family Literacy Act
 - Idaho Combined State Plan
 - Local Workforce Development Plans
 - Education Department General Administrative Regulations (EDGAR)
 - Grant Application & Resources

***** RFP Definitions/Acronyms**

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To be eligible for a grant, Demonstrated Effectiveness (WIOA AEFLA 34CFR Part 463.24) for all applicants must be met:

WIOA regulations require that applicants provide:

- (a) performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy. This must be demonstrated in the content domains of reading, writing, mathematics, and English Language Acquisition.
- (b) information on *outcomes* of participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to post-secondary education/training.

Previously funded applicants under WIOA are required to provide performance data under *section 116* to demonstrate effectiveness in the areas listed above. An eligible provider that has not been previously funded under Title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving *outcomes* listed in §463.24.

The State will review **Demonstrated Effectiveness** by reviewing two-year trends in performance data in each of the aforementioned categories.

Applicants are required to complete this pre-screening process for AEFLA funds. To be eligible for a grant, applicants must demonstrate effectiveness by providing data as outlined in Attachment *DE.1* or Attachment *DE.2*.

ICTE will utilize both the narrative and the information provided in Chart DE.1.1A or DE 1.1B to determine whether the applicant has demonstrated effectiveness. Eligibility will be based upon a 'yes'/'no' determination where:

Yes indicates the applicant has submitted data demonstrating effectiveness in the areas shown below and met a minimum of an overall 15% achievement on Measureable Skill Gains:

- Academic level gains in the content areas of reading, writing, mathematics, and English as a Second Language
- Employment outcomes
- Attainment of Secondary School Diploma or its recognized equivalent.
- Transitions to Post-secondary Education/Training

Applications which meet the above criteria will have demonstrated effectiveness and will pass the pre-screening process.

No indicates the applicant has not demonstrated effectiveness in serving eligible individuals. Grant applicant will not be forwarded to committees for considerations in funding.

Applications that meet the '**Demonstrated Effectiveness**' requirement will be reviewed, scored and considered for funding. Applications that do not result in a determination of demonstrated effectiveness will not be further considered for funding and will be notified within two weeks of submission by letter.

For each Consortium application, provide the following: (State)

1. Identify the name of each partner in the consortium.
2. Describe the responsibilities of each partner in detail.
3. Provide a clear organizational chart for the consortium.
4. Include a copy of the Memorandum of Understanding (MOU) identifying the Consortium and detailing the responsibilities of the Consortium and each partner.
5. Identify the name of the fiscal agent for the consortium.
6. Identify the dollar amount each partner of the Consortium will receive and how those funds will be used to support the goals of the Consortium.



Description of Budget Categories, Reimbursements & Revisions to Budget

Once ICTE has determined who will be awarded a grant, a revised budget may be required. The final budget will align with the application review comments and the budget awards. No grant funds can be reimbursed until a final budget has been received and approved. Examples of the types of expenses included in each category are listed below for guidance only. The budget narrative should provide enough detail so the appropriate category can be confirmed. If an increase in administrative costs above the five percent (5%) limit is being requested, complete the Request Waiver to Increase Administrative Costs. These waivers will be reviewed by a state team and a decision of approval or denial will follow.

Allowable Costs

All expenditures must be necessary, reasonable, and allocable to the grant program. For more details on allowable costs for all federal grants refer to EDGAR Part 76 and 2 CFR Part 200. A limited sample of allowable and unallowable costs is included in the Resource and Policy section.

Salaries

Amounts paid for personnel services for both permanent full and part-time, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the school district/college/agency/organization.

Employee Benefits

Amounts paid on behalf of employees; generally, these amounts are not included in the gross salary, but are in addition to salaries. Such payments are fringe benefit payments and, while not paid directly to employees, are part of the cost of personnel services. The benefits for health coverage for full-time benefited employees at community colleges are **not** to be included on the budget if at least 5% of the salary comes from a non-federal source.

Other Purchased Services

Other purchased services are amounts paid for services rendered by organizations or personnel not on the payroll of the Adult Education program (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

Supplies

Amounts paid for items consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items not contributing to a program's fixed assets, as evaluated by the provider's fixed assets policy, may be coded as supply items, or may be coded as non-capital equipment.

Equipment

Expenditures in this line item include the purchase, lease, or rental of initial equipment, additional equipment, or replacement equipment of \$5,000 or greater cost per item. Expenditures are to be used solely for adult education services. All items in this category must be clearly explained and detailed in the Budget Detail Sheet. Programs must maintain an up-to-date inventory of equipment.

Budgets

Applicants should fill out, print, sign and scan the appropriate Excel file for each budget. These excel files are posted in along with the other application materials (<https://cte.idaho.gov/wioa-title-ii-grant/>). Please note that each budget template contains three tabs along the bottom. The first tab contains instructions for filling out the budget template, including instructions on calculating FTPs for salaries. The second tab contains the Budget Summary and the third tab contains the Budget Narrative. The totals in the Budget Summary are calculated based on the entries into the Budget Narrative.

Once completed, programs should print both the Budget Summary and Budget Narrative. The Budget Summary should be signed, then both sheets scanned and submitted as a single attachment with the application. Budget files should follow the naming conventions as appropriate.

“FY23_WIOA_Program_Budget_ApplicantName”

“FY23_WIOA_Admin_Budget_ApplicantName”

“FY23_WIOA_Leadership_Budget_ApplicantName”

Program Budget

Applicants should use the Excel file titled *FY23 WIOA Programs Budget*. This budget should include any direct cost that will be applied to the grant for the purpose of carrying out program activities, such as instructor salaries, classroom materials, travel for the purpose of providing instruction, and other expenses directly related to the provision of services to eligible students. Equipment is allowable, but must meet federal guidelines. Equipment is defined as having a per-unit cost of \$5,000 or more, with a useful life of at least one year. Computers and software are not considered equipment.

Administrative Budget

Applicants who also wish to use grant funds to support administrative costs of the program should use the Excel file titled *FY23 WIOA Admin Budget* and include any administrative expenses associated with carrying out the proposed activities that will be charged to the grant. Administrative costs should not exceed 5% of the total grant request unless negotiated with Idaho Career & Technical Education. Any indirect costs should be included in the administrative budget. Please refer to 2 CFR Part 200.413 for further detail regarding what constitutes a direct cost.

ICTE recognizes that responsible management of a region-wide program may require more than 5% of the grant be spent on administrative costs. Applicants who wish to exceed the 5% cap must complete the attached “Waiver Request to Increase Administrative Costs” prior to submission.

Per WIOA Title II Sec. 233(a)(2), administrative costs include:

- Planning and administration,
- Carrying out the requirements of WIOA Sec. 116 – Performance and Accountability (i.e. data management and reporting functions, including the cost of maintaining data systems),
- Professional development, (applicants should note that additional funds will be made available for professional development to selected providers and need not be budgeted in this application)
- Activities to support alignment with the state or local plan,
- Activities that support the fulfillment of One-stop partner responsibilities (this would not include direct costs associated with providing services, but rather the administration, coordination, and planning of such activities or functions).



REVISIONS TO BUDGETS

Successful applicants establish initial budgets for the year based on the allocations in their award letter. The Administrative Category contains administrative costs and professional development expenses. The Instructional Category contains costs associated with direct instructional services. Funds from the Administrative Category may be revised and moved to the Instructional Category but Instructional Category funds may not be moved to the Administrative Category. Send a revised budget to the AE State Office for approval prior to transferring funds.

Risk Assessment: All applications must have a risk assessment completed by ICTE prior to an award announcement. This will include an evaluation of performance, staff, and financial risk.

Risk factors such as NRS performance, fiscal processes and management, history of unexpended funds, timeliness of audit reports and responses to requests from the state, staff changes, internal risk control will be reviewed.

Site Visit Monitoring Plan

The Division of Idaho Career & Technical Education is required by the Uniform Guidance 2 CFR 200.331(b) to conduct an evaluation of risk of noncompliance. Site Visit Monitoring of grantees will be based on risk assessed and follow the guidelines described below. At the beginning of each grant cycle and annually thereafter, State Adult Education staff will assess the risk associated with each grantee using the Risk Assessment Review Form. At the discretion of State staff, the risk level of a program may be reconsidered at any time. The site monitoring plans described below represent minimum requirements. Additional monitoring may be administered at the discretion of State staff.

Adult Education Grants

The State will make every reasonable attempt to conduct an on-site monitoring visit to each local provider at least once every seven years. Such visits may occur more frequently if warranted by program performance or compliance issues, or if requested by a program. Monitoring will include a review of processes, practices and documentation related to program finances, administration, data collection, instruction, compliance with assessment policy, state plan requirements, and progress toward meeting State negotiated performance measures. A complete monitoring tool will be developed by the State to facilitate such visits and ensure consistency across programs.

High Risk

State staff will conduct at least one site visit a year for programs identified as high risk. Programs assessed as high risk will be given technical assistance and corrective action plan to work toward compliance (if needed). Site visits will cover programmatic and financial operations. New Program providers are considered high risk for their first year.

Medium Risk

State staff will conduct a site visit to medium risk programs at the discretion and availability of State staff, and will have the option to conduct an in-depth desk audit to review financial and programmatic aspects of the program.

Low Risk

State staff will visit low risk programs at the discretion and availability of State staff, and will have the option to conduct an in-depth desk audit to review financial and programmatic aspects of the program.

In accordance with 2 CFR 200.207 (b); high risk grantees may have additional conditions Imposed on their grant award.



The second team is the **Quality** team which will consist of an independent panel of reviewers from the field of Adult Education. They will review the application for compliance to the state's RFP application and WIOA requirements, completeness, and inclusion of all requested forms and budgets. This team will score and rank the applications. Members will not have a conflict of interest in this process.

The State AE office (ICTE) will apply the funding formula, check for signatures, DUNS number, and determine awards.

SELECTION PROCESS

The following steps will be taken in the selection process in awarding grants:

Ranking and recommendations will be reviewed.

A risk analysis will be completed on each applicant.

Grant formula funding will be applied and funding levels established.

Awards announced with any revisions required of the applicants determined by ICTE.

The following criteria are based on the thirteen considerations ICTE is required to consider when awarding AEFLA funds. WIOA Sec. 231. Each consideration is a part of the quality review. Statutory Considerations for Awarding Grants from the Adult Education and Family Literacy Act, AEFLA, Section 231 (e) include:

- (1) the degree to which the eligible provider will be responsive to -
 - i. regional needs as identified in the local workforce development plan; and
 - ii. serving individuals in the community who are identified in such plan; and
 - iii. serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals --
 - (i) who have low levels of literacy; or
 - (ii) who are English language learners;
- (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
- (3) the past effectiveness of an eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance as described in 34 CFR §463.155.
- (4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services to the one-stop partners;
- (5) whether the eligible provider’s program--
 - i. is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains;
 - ii. uses instructional practices that include the essential components of reading instruction;

- (6) whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;
- (7) whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance;
- (8) whether the eligible provider's activities provide learning in context, including through Integrated Education and Training (IET), so that the individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

- (9) whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;
- (10) whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local WDBs, one-stop centers, job training programs, and social service agencies, business, industry, community-based organizations, and intermediaries, in the development of career pathways;
- (11) whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
- (12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with §666.100) and to monitor program performance; and
- (13) whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

PART IV: BUDGET FORMS (*State*)

FY 23 WIOA Programs Budget

FY 23 WIOA Admin Budget

FY23 WIOA Leadership Budget

Excel documents of these sheets are available at the following website:

<https://cte.idaho.gov/wioa-title-ii-grant/>

RFP: CORRECTIONS EDUCATION AND THE EDUCATION OF OTHER INSTITUTIONALIZED INDIVIDUALS

PART I: APPLICATION

The Idaho Career & Technical Education (ICTE) - Adult Education program operates under the Workforce Innovation & Opportunities Act (WIOA) in receiving and allocating federal funds for the implementation of adult education services to eligible individuals age 16 and older who are criminal offenders.

For the 20 1-22 program year, funds will be allocated to Adult Education programs requesting Corrections Education and Education of Other Institutionalized Individuals to develop, implement, and improve adult education and literacy.

GENERAL INFORMATION

Awards will be made to providers offering adult education services to correctional and other institutions (including prisons, jails, reformatories, work farms, detention centers, halfway houses, community-based rehabilitation centers, or any similar institution designed for the confinement or rehabilitation of criminal offender).

Approved applicants will be awarded a renewable (5 years) corrections grant.

CORRECTIONS EDUCATION & OTHER INSTITUTIONALIZED INDIVIDUAL PROGRAM COMPONENTS

WIOA AEFLA Section 225 funds may be used for any of the following academic programs:

Adult education and literacy activities

Special education

Secondary school credit

Integrated education and training (IET)

Career Pathways

Concurrent enrollment

Peer tutoring, and

Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism

WIOA Section 225 (Corrections) Funds may be used to support educational programs for transition to re-entry initiatives and other post-release services with the *goal of reducing recidivism*. Such use of funds may include educational counseling or case work to support incarcerated individuals' transition to re-entry and other post-release services.

Examples include:

assisting incarcerated individuals to develop plans for post-release education program participation,

assisting students in identifying and applying for participation in post release programs, and

performing direct outreach to community-based program providers on behalf of re-entering students.

Funds may not be used for costs for participation in post-release programs or services.

Career Pathway services are to be provided that support achievement of the vision and goals articulated in the Idaho

Combined State plan.



Priority of Services: Priority for services must be given to offenders who are *likely to leave the correctional institution within five years* of participation in the program.

Special Note for Programs Serving Institutionalized Individuals: Funds which are to be used for programs for criminal offenders in correctional institutions, or for other institutionalized individuals, can be academic programs in basic education, special education, English literacy, and secondary school completion. Providers of services to criminal offenders are required to give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. A “criminal offender” is defined as any individual who is charged with or convicted of any criminal offense. The term “correctional institution” is defined as any prison, jail, reformatory, work farm, detention center, half-way house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders. (Section 225 (c) and (d))

PART II: PERFORMANCE ACCOUNTABILITY

Measurable Skill Gains for educational gain and high school equivalency attainment will be collected each year.

The LACES data collection system by Benchmark will be provided to successful applicants along with training. Training and support will be provided by the State in conjunction with LACES.

Part III: INSTRUCTIONS FOR APPLICATION

Note: If funding is available from other sources to provide skills training or postsecondary education, please describe these in the narrative under 13 Considerations and mark the response as applicable to section 225 funding.

Steps:

Complete the adult education application with answers specifically addressing the questions beginning on page 16, Part II Narrative, of this document.

Answer the following questions: (See page 40 for point ratings)

- Describe which of the eight academic programs the applicant will offer.

- Describe how the applicant will establish priority of services in the program.

- Describe the educational programs to be offered for transition to re-entry and other post-release service with the goals of reducing recidivism.

- Describe any integrate education and training that is available to eligible individuals.

Complete the Cover Page and check “Corrections” for type of Program

Complete the following:

- GEPA Form

- Demonstrated Effectiveness: Attachment DE.1 or DE.2

- Program Budget Template

- Admin Budget Template

RFP: INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE)

PART I: GENERAL INFORMATION

Definition: IELCE is defined as “education services provided to English language learners, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include:

1. instruction in literacy and English language acquisition;
2. instruction on the rights and responsibilities of citizenship and civic participation; and
3. may include workforce training.”

Components: To meet the requirement that adult education and literacy activities, workforce preparation activities and workforce training be integrated, services must be provided concurrently and contextually such that:

- 1) Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, and workforce training are EACH of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of ELIGIBLE individuals.
- 2) Occur simultaneously (at the same time over the course/scope of the program); AND
- 3) Whether IET is funded from Title I, Title II or other funding streams the Integrated Education and Training program must have a single set of learning objectives that identifies specific adult education content, specific workforce preparation activities and specific workforce training competences and the program activities are organized to function cooperatively.

Delivery of IET under Title II meets the requirement that the IET program be “for the purpose of educational and career advancement” if: (34 CFR 463.28)

The adult education component of the program is aligned with College & Career Readiness standards; and

The IET program is part of a career pathway.

Two options are available to meet the requirements of IELCE being provided in combination with IET.

Co-enrolling students in IET as described in subpart D of this part that is provided within the local or regional workforce development area from sources other than section 243 of the Act; or

Using funds provided under section 243 of the Act to support IET activities as described in subpart D of the part.

NOTES:

1. Not all students receiving educational services under Section 243 will require employment related services.
2. Some students who have employment-related needs may not be adequately prepared for IET and may benefit most from more basic educational services in preparation for IET.
3. WIOA AEFLA Section 243 does not require all students enrolled in IELCE to be receiving IET services (meaning that students without credential attainment or employment related goals should not be dissuaded from participating in the program).
4. Grantees receiving funds under section 243 must offer an IET as part of the IELCE program. Thus, students for whom IET services are appropriate will have access to those services.
5. The training and combined education will be concurrent and contextualized instruction in a high demand industry or career cluster.

6. In accordance with the Act, focus will be placed on engagement of adult education and literacy providers, employers, and occupational trainers to assist adults in becoming literate and obtaining the knowledge and skills essential for employment and self-sufficiency.
7. The applicant will submit a design for the program including the in-demand industry or entrepreneurial training they intend to offer.
8. The provider will continue to use the curriculum they developed or acquired for their community and materials developed for civic preparation.

Award Type: Multi-year

IELCE FUNDS

The Federal funds made available for IELCE in section 211(a)(2) are awarded by the Secretary to States under the formula in section 243 and used by States pursuant to section 243. Section 243 does not contain an administrative expenses limit, nor does it contain set-asides for State leadership or other purposes. Because there is no administrative expenses limit, and consistent with the cost principles in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 CFR part 200, States may use a reasonable and necessary amount of the funds under section 243 for administrative expenses related to the IELCE program. States may not use these funds for State leadership activities or for State administration of the basic adult education grant.

IELCE NARRATIVE:

Steps:

Complete the 13 Considerations section beginning on page 16, Part II Narrative, of this document.

Answer the following questions: (See page 40 for point ratings)

Describe how the applicant will prepare eligible ELL for and place in in-demand industries and occupations that lead to economic self-sufficiency; and integrate these services with the Department of Workforce Services in combination with the Integrated Education and Training activities. *WIOA AEFLA Section 243(c)*;

Describe the design of the program and collaboration with community partners. Describe the roles and responsibilities of each partner.

How will IELCE 243 funds be utilized to meet the requirement of IELCE being provided in combination with IET. See the two options available on the previous page.

Describe any Integrated Education and Training activities available to eligible individuals.

Complete the IELCE column in the budget forms:

Budget Summary

Budget Narrative

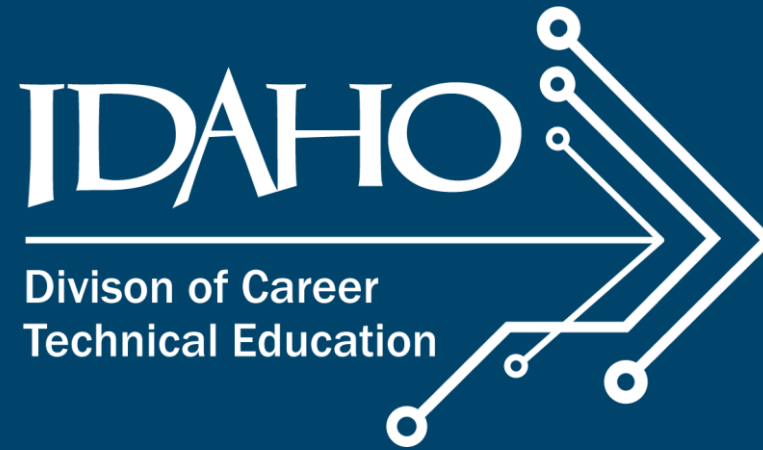
Complete the following:

GEPA Form

Demonstrated Effectiveness

Applicant responsibilities

- Be familiar with the State Strategic Goals.
- Be familiar with and understand all sections of the Request for Proposal.
- Be familiar with WIOA terminology.
- Be familiar with the compliance evaluation process and scoring rubric.
- Review and utilize attachments associated with the RFP.
- Idaho Combined State Plan
- Education Department General Administrative Regulation (EDGAR)
- Grant application & resources.



Questions?

Speaker Name

Email | Phone | Website